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ABSTRACT

Proposing to orient the reader as to how Georgia is meeting the challenge of vocational education for the handicapped at the secondary level, this paper discusses the following four major areas: compliance with federal guidelines; program design (including a student flow chart and job descriptions for related vocational instructors and paraprofessionals); program process; and program evaluation. In addition, recommendations to improve future efforts are also presented. The appendixes include the following information: an instructional blueprint for dealing with the handicapped in vocational education; a sample individual education plan; a performance task listing sheet; a learning plan and supplemental learning plan; and a monitor's rating sheet for the Related Vocational Instruction Program. (BM)

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THE RELATED VOCATIONAL INSTRUCTION PROGRAM

Georgia's Approach to Vocational Education for The Handicapped at The Secondary Level

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Vocational Programs for The Handicapped
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April 1978

CE 015 713

THE RELATED VOCATIONAL INSTRUCTION PROGRAM

Georgia's Approach to Vocational Education for The Handicapped at The Secondary Level

Simply stated, this paper proposes to orient the reader as to how Georgia is meeting the challenge of vocational education for the handicapped at the secondary level. It addresses four major areas; compliance with federal guidelines, program design, program process, and program evaluation. The intended outcome is two-fold in nature. First, that feedback be obtained as to the appropriateness of the effort, and second, that others may benefit from and improve upon the labors herein.

Compliance with Federal Guidelines

Federal mandates on Vocational Education for the handicapped have challenged the traditional views of both special and vocational education in Georgia and throughout the nation. Setting a precedent, Public Laws 94-142 and 94-482, coupled with Sections 503 and 504 of The Vocational Rehabilitation Act of 1973, have prompted an integrated approach to dealing with the handicapped in the vocational setting. Neither special nor vocational education can singularly meet the employability needs of this population. Existing legislation has ignited the stimulus for providing a combined effort. This legislation basically supports the position that several things must happen if this combined effort is to become reality rather than rhetoric.

Fundamentally, what must happen is that (1) set aside monies from vocational education be spent in accordance with the state plan for special education, which promotes a full educational opportunity goal in the least restrictive environment, and under the guidance of an Individual Education Plan that specifies long range vocational goals, short term performance

objectives relevant to the long range goal, and evaluative criteria for the measurement of both the long range and short term objectives; (2) federal monies be matched on a 50/50 "excess costs" basis with state and local dollars; (3) states use these funds to the maximum extent possible to assist the handicapped student to succeed in regular vocational education programs; and, (4) handicapped students be provided the same equality of access and opportunity afforded to the non-handicapped.

In Georgia, these things are happening and the traditional views of both special and vocational education are being confronted through the Related Vocational Instruction Program (RVIP). The RVIP concept is one of interdisciplinary cooperation between special and vocational education. The goal for this secondary level program is the same goal provided to the secondary level non-handicapped vocational student in Georgia; to obtain job entry level skills in broad or specific occupational clusters. Identifying, together with the appropriate vocational educator, the vocational aspects of the identified student's individual education plan is an essential function of these special education certified related vocational instructors. The title of the program also indicates another essential function, to provide Related Vocational instruction to handicapped students entering and participating or preparing to enter and participate in all existing vocational education programs.

The state and local monetary match is accomplished through the LEA's commitment of designated special education teaching slots for the purpose of supplementing vocational education for due processed handicapped students. When the LEA agrees to commit the teaching slot for this purpose, they are eligible for a grant of federal vocational education dollars to be spent on "excess cost" items. The grant can only be spent on such supplemental items as special equipment, material, contracted services not otherwise available, support personnel

(paraprofessionals), staff development, and travel costs. LEA committed special education teaching slots constitute approximately $11,000 per slot. This money is all state and local in origin. The grant of federal vocational education money from Sub-part 2 of PL 94-482 and placed on top of each committed slot is $7500. This particular funding formula generates an overmatch of state and local dollars. Overmatched federal funds of approximately $3500 per program are then earmarked for direct systems grants in areas of need such as vocational assessment and additional materials.

The belief that all citizens in a free society have certain inherent rights that enable them to be functional members of that society permeates the philosophy of The Related Vocational Instruction Program. Those inherent rights are:

1. The right to participate
2. The right to contribute
3. The right to succeed
4. The right to fail

The right to participate is guaranteed for the handicapped population served through this program by its compliance with Public Laws 94-142, 93-112 and 94-482. Public Laws 94-142 and 93-112 are in effect a "bill of rights" for the handicapped, and promote not equality of competence, nor equality of employment, but equality of opportunity to participate, and equality of access to participate. By the same token, PL 94-482, The Vocational Education Amendments of 1976, promotes for the handicapped, equality of opportunity and access to participate in vocational education. Concerning these same points, the concept stressed through this legislation and the Related Vocational Instruction Program is one of mainstreaming in vocational education of identified handicapped secondary learners. For clarification, the

concept of mainstreaming applied to the Related Vocational Instruction Program is integration of handicapped students in vocational education classes with instructional and individual support provided to both the student and their instructor, rather than just the integration of such learners. Through a logical approach to mainstreaming and compliance with federal regulations the right to participate can be realized.

The right to contribute to society is provided to students in this program through the students' opportunity to acquire salable occupational skills. In being a part of a school based program, the initial place to prepare students for future employment is within the framework of the school curriculum. The school curriculum that best meets this need is in the vocational area where salable occupational skills in broad or specific clusters is the stated objective. For many years, the potential productivity of the handicapped has been underestimated. It is the belief of this program that provided an Individual Education Plan specifying long and short term objectives, and related to vocational programs, handicapped learners can and will have a greater chance to gain and exhibit bona fide vocational competence. This will enable them to become productive at a level commensurate with acquired abilities as opposed to mere placements at a level requiring little, or no ability. Denial of vocational education, is in effect, denial of a person's right to become productive.

Success is a relative term that denotes different meanings for different people. This program promotes optimal success as opposed to maximum success. To clarify that, optimal success refers to individuals and maximum success refers to programs. The Related Vocational Instruction Program emphasizes optimal success and, in so doing, intends to realize maximum success. Through the development of clear and well-planned Individual Education Plans utilizing vocational input, the students' right to succeed can be greatly augmented.

Conversely, students have a right to fail. Without failure, students are conned into believing that the world in which they will live and work has only "ups" and no "downs". However, failure for failures' sake is of no value. This program, through individual student support, helps the student to not only understand that he or she may have failed, but more importantly, why he or she failed and what can be done to prevent the same kind of thing from happening again. At the same time, though, the program preserves the students' right to fail, and experience what will surely be in some instances reality.

The Related Vocational Instructional Program provides for the handicapped learner's inherent rights of participation, contribution, succeeding and failing through a systematic and sequential process in the best transitory and controlled environment available, the local school.

Program Design

The way in which the Related Vocational Instruction Program is implemented within the local school setting is governed by the perviously mentioned program goal; to provide youth at the secondary level with job entry skills in broad or specific occupational clusters. The objectives in relationship to this goal signify the mission of RVI personnel in the local system;

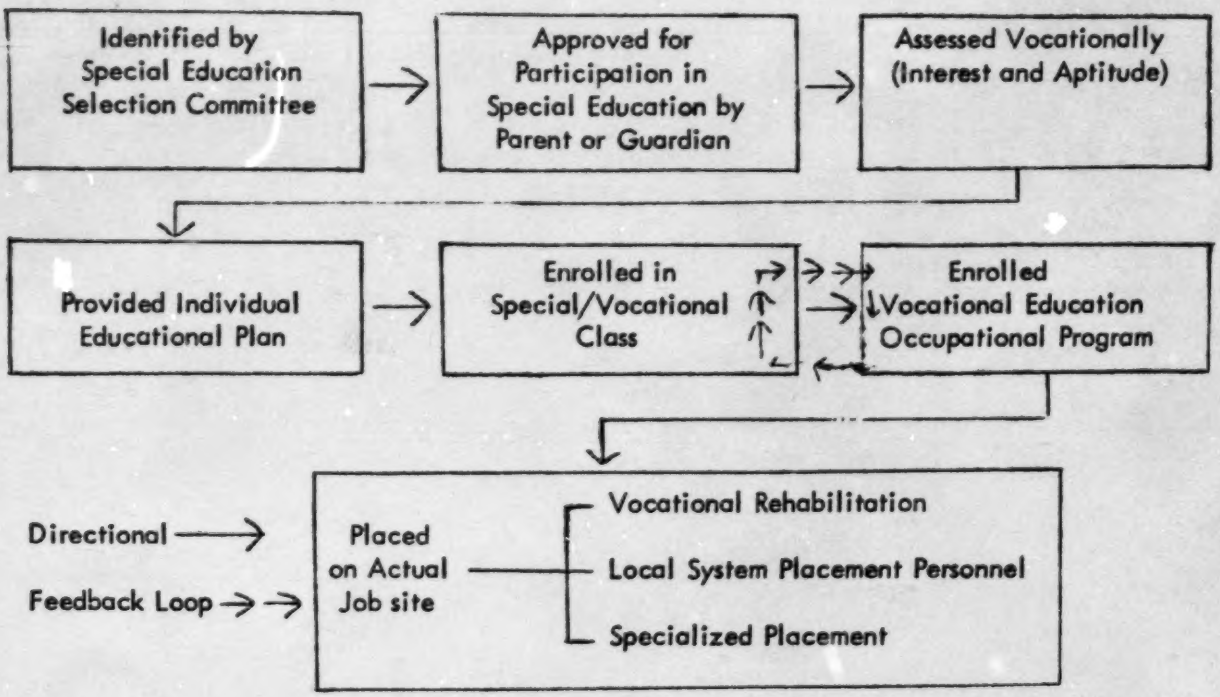
1. To implement a supplemental vocational program for secondary handicapped learners.

2. To provide the secondary handicapped learner with the opportunities to successfully enter and participate in all existing vocational education programs at the level nearest the individual student's needs and capabilities, and

3. To monitor the handicapped learner's entry and participation in existing vocational education programs.

In order to actually perceive how this program operates within a given school, the following diagram may prove to be of some benefit.

STUDENT FLOW CHART


Identified by Special Education Selection Committee
Approved for Participation in Special Education by Parent or Guardian
Assessed Vocationally (Interest and Aptitude)
Provided Individual Educational Plan
Enrolled in Special/Vocational Class
Enrolled Vocational Education Occupational Program
Directional
Feedback Loop
Placed on Actual Job site
Vocational Rehabilitation
Local System Placement Personnel
Specialized Placement

Initial efforts in this program have focused primarily on what the RVI person is to do. The identified special education teaching slots, that the local system agrees to utilize exclusively in conjunction with this program, are assigned to perform set state-approved duties and tasks. When these duties and tasks are bound together in a subordinate fashion, they constitute the Related Vocational Instructor's job description. The job description, which follows, is geared towards having these trained and certified special education personnel provide supplemental services to both the handicapped student and his or her appropriate vocational area instructor. A job description for the teacher aide that may assist in the program implementation is also included.

JOB DESCRIPTION FOR RELATED VOCATIONAL INSTRUCTOR

Duty One: Provide direct vocational instruction of an academic nature that will assist handicapped students in successfully entering and participating in all existing vocational education programs.

Tasks:

A. Obtain, from the appropriate vocational area teacher, a list of the basic requirements for entry and participation in all vocational education programs.

B. Determine ways in which those requirements and/or programs can be modified to accommodate the individual handicapped learner in conjunction with the appropriate vocational instructor.

C. Identify, obtain and utilize instructional materials related to individual handicapped learner characteristics that will assist those learners in successfully entering and participating in vocational education.

D. Modify the instructional media, materials and equipment utilized in the vocational areas for the unique characteristics of identified handicapped learners.

E. As needed, provide related instruction for individual learners as outlined by the appropriate vocational area instructor.

F. Assist vocational instructors in evaluating whether or not individual handicapped learners are meeting terminal and enabling objectives outlined in Individual Education Plan (IEP).

G. Establish and maintain positive working relationship with all vocational education personnel.

H. Counsel regularly with instructors implementing vocational aspects of IEP.

I. Determine most appropriate job placement strategy for individual students in conjunction with local director of special education, vocational cooperative program coordinators, local ancillary services and specialized placement outlets.

J. Provide instruction relative to individual placements in cooperation with placement source.

Duty Two: Be functional member of special education's Individual Education Plan, providing vocational input in consultation with appropriate vocational instructor.

Tasks: A. Attend all IEP staffings relative to specified handicapped secondary learners.

B. Provide information in IEP staffings regarding individual student vocational interest and aptitude, and related to current vocational offerings.

C. Suggest most appropriate vocational education program or outlet for identified learner with corresponding interest and aptitude.

D. Identify together with vocational instructor, for IEP, terminal and enabling vocational objectives for individual handicapped students.

E. Assist in monitoring the implementation of vocational aspects of IEP.

F. Assist in evaluating vocational aspects of IEP, and report findings to IEP team in order for IEP to be effectively updated.

Duty Three: Assist in vocational interest and aptitude assessment of handicapped students participating in program.

Tasks: A. Identify local agencies that can provide vocational interest and aptitude assessment, such as vocational rehabilitation, Easter Seals and area vocational-technical schools.

B. Arrange for local agencies to provide vocational interest and aptitude assessment through the local director of special education.

C. Identify interest and aptitude assessments that can be administered by special/vocational teacher if local agency participation not feasible.

D. Compile and record results of assessment relative to individual learners.

JOB DESCRIPTION FOR PARAPROFESSIONAL OR TEACHER AIDE

Duty: Provide Supervised prescribed instruction for special/vocational program participants.

Tasks: A. Under supervision of the Related Vocational Instructor, provide tutorial service for individual and small groups of students enrolled in RVI program.

B. Under supervision of the vocational education teacher, provide in-class and laboratory tutorial instruction for students enrolled in RVI program.

C. Appropriately select and utilize all available instructional materials.

D. Periodically assess effectiveness of tutorial sessions under the supervision of the appropriate instructor.

Program Process

The implementation of the aforementioned legislation has mandated that regular vocational educators begin to deal with the handicapped population in their classes. One of the critical problems posed by this action is that of curriculum modification for this group of students.

In order for curriculum modification for the handicapped in vocational education to be effective, the performance tested objectives must remain the same for all students. Relevency for the handicapped appears to be in the form of strategic activities, checks and supplemental

learning plans. The curriculum modification model utilized by Related Vocational Instruction personnel provides for establishing strategic activities, checks and supplemental learning plans.

Conceptually, the model is based primarily on the work of Dr. Marc Gold and his vocational training of severely and profoundly handicapped individuals. Gold has used, for the most part, a task analysis instructional approach whereby individuals were taught vocational skills considered by many to be beyond their capabilities. By virtue of breaking a performance objective down into instructional units, performance tasks, learning and supplemental learning plans, this model proposes to achieve similar results.

Regular vocational curriculum material developed in Georgia is used as a standard reference point. From this reference point, short-term objectives for the IEP as well as instructional units are identified. The instructional blueprint for utilization of this model is included (see Appendix 1).

To further illustrate the process, a sample portion of the IEP dealing with the vocational aspects, a sample task listing and a learning plan and a supplemental learning plan for one of the tasks is also included (see Appendix 2 - 5).

Program Evaluation

Each Related Vocational Instruction Program is monitored throughout the year using a standardized document. The document attempts to focus on two major items, general concerns and specific considerations. The program has been monitored up to this point by both special and vocational education personnel at the state and local level. Related Vocational Instructors have also conducted a self-evaluation. The monitoring document has addressed the following areas (see Appendix 6).

At this point in time, the Related Vocational Instruction Program has partially achieved a first year goal of having handicapped enter and participate in regular vocational programs. The status report prepared in January indicated an 85% saturation rate of handicapped individuals jointly enrolled in vocational programs. Several strengths, weaknesses, and recommendations for the future have surfaced. Among them:

Strengths

Combination of effort between two disciplines, special and vocational education

Provision for individual student support

Provision for individual instructor support

Dual input on Individual Education Plans

Re-education of both disciplines

Provision of opportunity for the handicapped population to receive vocational education services rather than placement beneath their capabilities

Placement assistance following development of a salable occupational skill and related to the acquired skill(s)

Weaknesses

Some misunderstanding of program concept on the part of local administrators (both special and vocational education)

Lack of realistic assessment of student potential in vocational education programs

Lack of vocational skill-development curriculum materials for use with the handicapped

Recommendations for Future

Promote a concerted effort to determine ways in which program can be made more effective

Address problem areas identified as weakness sections through proposals and grants

Increase effectiveness of simultaneous flow of information to local special and vocational education personnel

Enhance staff development effort with regular vocational education personnel dealing with the handicapped

Encourage the infusion of vocational development at all levels of the special and regular education curriculums

Identify and establish working relationships with all resources and agencies serving the handicapped population.

The Related Vocational Instruction Program does not represent a panacea, but merely an approach where handicapped learners are afforded the equality of access and opportunity to vocational education services that are available to the non-handicapped. It was designed to be simplistic, practical, and most of all functional. Outstanding personnel charged with implementation of the RVI program have done a creditable job, and in fact, made vocational education for many handicapped students in Georgia, reality rather than rhetoric.

APPENDIX 1

INSTRUCTIONAL BLUE PRINT FOR DEALING WITH THE HANDICAPPED IN VOCATIONAL EDUCATION

1.0 Establish Vocational Aspects of IEP

- 1.1 List long-range vocational performance objectives
- 1.2 List short-term performance objectives
- 1.3 List performance standards for measurement of 1.1 and 1.2

2.0 Begin laboratory pursuit of initial short-term objective in 1.2

3.0 Begin resource instruction for initial short-term objective in 1.2

4.0 Divide short-term performance objectives into performance tasks

5.0 Develop learning plan for each performance task

- 5.1 Identify performance task
- 5.2 Identify performance-oriented task activities
- 5.3 Identify performance-oriented task checks

6.0 Develop supplemental learning plan for each performance task

- 6.1 Identify essential task terminology
- 6.2 Identify essential mathematical functions for each task
- 6.3 Identify essential coordinated movements and related concepts for each task

7.0 Continue process of 5.0 and 6.0 for each task identified in 4.0

8.0 Chain tasks together to form each short-term performance objective in 1.2

9.0 If satisfactory performance standards are achieved, proceed to next objective in 1.2

10.0 If satisfactory performance standards are not achieved, re-assess validity of IEP

11.0 Chair short-term performance objectives in 1.2 together to form long-range performance objectives in 1.1

INDIVIDUAL EDUCATION PLAN
Vocational Aspects

Student Student X Grade 10 Date 2-5-78 RVI Teacher Smith

Vocational Instructor Jones

Long Range Objective:

Student will be able to demonstrate job entry level skills in the Construction Trades sub-cluster of Masonry
☐ Accomplished
☐ Progress being made
☐ Progress not made
☐ Objective dropped
Comments:

Short Term Objectives:

1.

Student will be able to demonstrate the basic skills of bricklaying
☐ Accomplished
☐ Progress being made
☐ Progress not made
☐ Dropped
Comments:

2.

Student will be able to demonstrate usage of a brick spacing rule
☐ Accomplished
☐ Progress being made
☐ Progress not made
☐ Dropped
Comments:

3.

Student will be able to demonstrate construction of double brick walls
☐ Accomplished
☐ Progress being made
☐ Progress not made
☐ Dropped
Comments:

4.

Student will be able to demonstrate construction of concrete block corners
☐ Accomplished
☐ Progress being made
☐ Progress not made
☐ Dropped
Comments:

5.

Student will be able to lay various brick bonds
☐ Accomplished
☐ Progress being made
☐ Progress not made
☐ Dropped
Comments:

6.

Student will be able to demonstrate knowledge of concrete masonry
☐ Accomplished
☐ Progress being made
☐ Progress not made
☐ Dropped
Comments:

APPENDIX 2

APPENDIX 3

PERFORMANCE TASK LISTING SHEET

Short Term Objective:

Student will be able to demonstrate the basic skills of bricklaying

Instructional Units:

Spreading Mortar	Laying brick to a line	Building a brick corner
Performance Tasks:		
1. mixing mortar	1.	1.
2. trowel usage	2.	2.
3. wet mortar board	3.	3.
4. place mortar on board	4.	4.
5. bunch mortar	5.	5.
6. load trowel	6.	6.
7. distribute mortar	7.	7.
8. furrow mortar	8.	8.
9. cut excess mortar	9.	9.
10. seat mortar to trowel	10.	10.
11. butter brick	11.	11.
12. butter head joint	12.	12.
13. lay one brick to another	13.	13.
14.	14.	14.
15.	15.	15.
16.	16.	16.
17.	17.	17.
18.	18.	18.
19.	19.	19.
20.	20.	20.

APPENDIX 4

Spreading mortar | LEARNING PLAN | Task No. 1

Performance Task

Mixing mortar

Performance-Based Task Activities

(1) Break process of mixing mortar into sequential steps

(2) Demonstrate entire process of mixing mortar

(3) Have student relate verbally, each step in process for mixing mortar as he physically repeats process

(4) Have student practice mixing mortar using step by step process

(5) Assign advanced students to help student as necessary

Performance-Based Task Check

Given proper materials, student is able to successfully mix mortar to be used in actual projects

APPENDIX 5

Spreading mortar

SUPPLEMENTAL LEARNING PLAN Task No. 1

Performance Task

Mixing mortar

Task Terminology

mortar mix
sand
water
consistency
trowel
trough
shovel (square point)
cement mixer
parts
wheel barrow
mixing hoe

Essential Math Operations

ratio and proportion
number concept

Essential Coordinated Movements and Related Concepts

handling and manipulating a shovel
pushing and pulling
lifting and loading
mixing two or more ingredients together

APPENDIX 6

MONITOR'S RATING SHEET FOR THE RELATED VOCATIONAL INSTRUCTION PROGRAM

Date _____

System _____

School _____

Related Vocational Instructor _____

I. General Concerns:

1. Number and type of handicapped students served (enter number)
   _____ Mentally Retarded
   _____ Learning Disabled
   _____ Behavior Disordered
   _____ Orthopedically Impaired
   _____ Visually Impaired
   _____ Hearing Impaired
   _____ Speech Impaired
   _____ Health Impaired
   _____ Multi-Handicapped
   _____ Total

2. Number of students enrolled in Reimbursable Vocational Education Programs (enter number)
   _____ Agricultural Education
   _____ Business and Office Education
   _____ Consumer and Homemaking Education
   _____ Distributive Education
   _____ Industrial Arts Education
   _____ Trade and Industrial Education
   _____ Diversified Cooperative Training
   _____ Total

3. Number of students provided Individual Education Plan (IEP) _____.

4. Number of students receiving assistance from ancillary agencies within the community

Number of Students	Agency
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____ TOTAL	

5. Number of students enrolled by grade classification
   _____9th Grade
   _____10th Grade
   _____11th Grade
   _____12th Grade
   _____TOTAL

6. Number of students placed in program through local system special education selection committee_____. If this number does not correspond with number of students enrolled in program, have explained.

   _____

   _____

   _____

   _____

7. Level and Area of Related Vocational Instructor's certification (teacher) in Georgia _____.

8. Instructional equipment purchased through the federal grant to assist in the implementation of this program are available and in use? ☐ yes ☐ no

9. Instructional materials utilized in this program reflect what type of thrust?
   ☐ prevocational ☐ academic ☐ vocational

10. A teacher aide is utilized exclusively in conjunction with this program?
    ☐ yes ☐ no ☐ full-time ☐ part-time

11. Selected instructional support personnel not otherwise available in the system have been utilized? ☐ yes ☐ no

12. A. Related Vocational Instructor is on extended day and/or year contract?
    ☐ yes ☐ no

    ☐ extended day

    ☐ extended year

    *B. Teacher aide is on extended day and/or year contract?
    ☐ yes ☐ no

    ☐ extended day

    ☐ extended year

    *if Applicable

13. Related Vocational Instructor and/or aide has travel money available?
☐ yes ☐ no

14. Program personnel have participated in all appropriate staff development to date? ☐ yes ☐ no

15. Adequate space and facilities have been provided to implement program?
☐ yes ☐ no

16. Local system personnel aware of Related Vocational Instructional Program goals? ☐ yes ☐ no; Objectives? ☐ yes ☐ no; and Delivery of services? ☐ yes ☐ no

II. Specific Considerations for Program Implementation

II. A. 1. List of the basic requirements for entry and participation in vocational education programs is utilized by the Related Vocational Instructor in planning and setting individual student goals.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

2. Vocational education programs are being modified to accommodate individual handicapped learners.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

3. Commercial Instructional materials relating to the learner's entry and participation in vocational education programs are available and in use.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

4. The instructional media, materials and equipment utilized in the vocational area are adapted to suit individual student needs.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

5. Related classroom instruction as outlined by the appropriate vocational instructor is provided.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

6. Vocational instructors have been assisted in evaluating whether or not individual learners are meeting the long and short range objectives outlined in the IEP.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

7. A positive working relationship between the Related Vocational Instructor and area vocational teachers is demonstrated.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

8. Vocational instructors implementing aspects of the IEP are monitored and counseled by the Related Vocational Instructor.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

**9. Once student has obtained a salable vocational skill, appropriate job placement strategy has been determined.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

**10. Once student has been placed on job site, instruction relevant to the individual placement is provided, as needed.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

TOTAL POINTS EARNED _____

**Rate only when applicable. Student should have obtained a marketable skill prior to placement.

II. B.1. Student Individual Education Plan reflects aspects of vocational development.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

2. Individual learner's vocational interest and aptitude has been identified and considered in the development of the IEP.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

3. Both long and short term objectives demonstrate input from vocational area instructors.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

4. IEPs have been monitored and effectively updated.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

5. Local agencies that can assist in determining student vocational interest and aptitude have been utilized.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

6. Related Vocational Instructor provides vocational interest and aptitude assessment as needed.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

***7. Paraprofessional or teacher aide provides tutorial service under supervision of Related Vocational Instructor.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

***8. Paraprofessional or teacher aide provides tutorial service under supervision of vocational teacher to program participants.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

***9. Paraprofessional or teacher aide appropriately selects and utilizes available instructional materials.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

***10. Paraprofessional or teacher aide periodically assesses effectiveness of tutorial sessions under supervision of appropriate teacher.

Poor	Less than Adequate	Adequate	More than Adequate	Excellent

(Check one)

Points earned _____

***Rate only if teacher aide or paraprofessional is utilized in program.

Signed:

_____
(Monitor)

Date _____